

Grade 6 – Analysis of Similarities and Differences
South Carolina College and Career Ready Standards

Common Core State Standards

Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate discipline-specific strategies.	
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	
3.3 Gather information from a variety of-primary and secondary sources and evaluate sources for perspective, validity, and bias.	
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	
4.3 Reflect on findings and pose appropriate questions for further inquiry.	

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	
5.2 Employ past and present learning in order to monitor and guide inquiry.	
5.3 Assess the processes-to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	

Reading – Literary Text Standards (RL)	Reading Standards (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.	

<p>2.5 Students are expected to build upon and continue applying previous learning.</p> <p>Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</p>	
<p>3.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>3.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 3 Read grade-appropriate irregularly spelled words.</p>	
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>4.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read grade-level text with purpose and understanding.</p>	
<p>4.2 Students are expected to build upon and continue applying previous learning.</p>	

<i>Grade 4 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</i>	
<i>4.3 Students are expected to build upon and continue applying previous learning.</i> <i>Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	
(RL) Meaning and Context	(R) Key Ideas and Detail
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<i>5.2 Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
9.2 Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.	

(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.</p>	<p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<p><i>10.2 Students are expected to build upon and continue applying previous learning.</i> Grade 4 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>	<p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>
<p><i>10.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p>	
<p><i>10.4 Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.</p>	
<p><i>10.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.	
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
11.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 3 Compare and contrast the reader's point of view to that of the narrator or a character.</i>	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
(RL) Range and Complexity	(R) Range of Reading and Level of Text Complexity
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading - Informational Text Standards (RI)	Reading Standards (R)
Principles of Reading	Reading: Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.	

<p>2.5 Students are expected to build upon and continue applying previous learning.</p> <p>Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</p>	
<p>3.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>3.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 3 Read grade-appropriate irregularly spelled words.</p>	
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>4.1 Read grade-level text with purpose and understanding.</p>	
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	
<p>4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	

(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
8.2 Identify text features and structures that support an author's ideas or claim.	

(RI) Language, Craft, and Structure	(L) Vocabulary Acquisition and Usage
<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.</p>	<p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<p>9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.</p>	<p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>
<p>9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p>	
<p>9.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>9.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 5 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</p>	<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Standard 11: Analyze and critique how the author use structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
11.1 Identify text features and structures that support an author's idea or claim.	
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	RI.6.9 Compare and contrast one author's presentation of events with that of another
(RI) Range and Complexity	(R) Range of Reading and Text Complexity
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p><i>Included in Fundamentals of Writing</i></p>	<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> introduce a focused topic; use relevant information from multiple print and multimedia sources; use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; use credible sources; include formatting, graphics, and multimedia to aid comprehension; 	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

<ul style="list-style-type: none"> f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, and editing h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate transitions to clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows the information or explanation presented. <p><i>Included in Fundamentals of Writing</i></p>	<p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.e Establish and maintain a formal style.</p> <p>W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> <hr/> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <hr/> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <hr/> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>Text Types and Purposes Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

<p><i>Included in Fundamentals of Writing</i></p>	<p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences; engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and provide a conclusion that follows from and reflects on the narrated experiences or events. <p><i>Included in Fundamentals of Writing</i></p>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.e Provide a conclusion that follows from the narrated experiences or events.</p>
	<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
	<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
	<p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

(W) Language	(L) Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. ensure that subjective, objective, and possessive pronouns are in the proper case; b. use intensive pronouns; c. recognize and use appropriate continuity and shifts in pronoun number and person; d. recognize and correct pronouns with unclear or ambiguous antecedents; e. recognize variations from standard English in one's own and others' writing; and f. identify and use strategies to improve expression in conventional language. 	<p>L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1.b Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.* L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>5.1 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 5 Apply correct usage of capitalization in writing.</p>	
<p>5.2 Use:</p> <ul style="list-style-type: none"> a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and b. semicolons to connect main clauses and colons to introduce a list or quotation. 	<p>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>
<p>5.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>	
<p>5.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 Use spelling patterns and generalizations.</p>	<p>L.6.2.b Spell correctly.</p>

5.5 Students are expected to build upon and continue applying previous learning. <i>Grade 3 Consult print and multimedia resources to check and correct spelling.</i>	
(C) Meaning and Context	(W) Production and Distribution
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information. <i>Included in Fundamentals of Writing</i>	Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
See Standards Listed Below	(W) Research to Build and Present Knowledge
Reading Informational Text Meaning and Context Standard 7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Reading Literacy Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.a Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.b Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
(W) Range and Complexity	(W) Range of Writing
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>6.2 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>	
<p>6.3 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Write left to right leaving space between words.</p>	
<p>6.4 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 4 Demonstrate effective keyboarding skills.</p>	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<p>6.5 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</p>	

Communication Standards (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.	SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<i>1.6 Indicator does not begin until English 1. English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>	
	SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent	

descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	
2.2 Distinguish between credible and non-credible sources of information.	
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	
	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
(C) Meaning and Context	Speaking and Listening (SL)
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.	Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3.1 Analyze the impact of selected media and formats on meaning.	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3.2 Utilize multimedia to enrich presentations.	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
(C) Language, Craft and Structure	(SL) Comprehension and Collaboration
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4.1 Determine the effectiveness of a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	
4.3 Determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Consider audience when selecting presentation types.	
5.2 Select and integrate craft techniques to impact audience.	
5.3 <i>This indicator does not begin until English 1. English 1 Develop messages that use logical, emotional, and ethical appeals.</i>	
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Writing Meaning, Context, and Craft Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

The following section compares the Common Core Language Standards with the SC College- and Career-Ready ELA Standards. Parallels to the Common Core Language Standards are found in the Reading and Writing Strands of the SC CCR Standards as noted.

Writing Standards (W)	Language Standards (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
See Standards Listed Below	(L) Knowledge of Language
<i>See Reading Literary Text</i> Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<i>See Reading Informational Text</i> Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.* L.6.3.b Maintain consistency in style and tone.
See Standards Listed Below	(L) Vocabulary Acquisition and Use
Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Reading Informational Text	

Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions).</p>
See Standards Below	(L) Vocabulary Acquisition and Use
Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	